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ABSTRACT

Presented is a collection of teacher developed materials and techniques for instruction of visually impaired children. Included are ideas for general instruction, specific suggestions for teaching ways to fasten things, a visual acuity testing method, and educational planning aides (a sample chart and parent questionnaire). (IM)

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FLORIDA LEARNING RESOURCES SYSTEM

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1975

SHARING BEST PRACTICES

FOR

TEACHERS OF THE VISUALLY IMPAIRED

2

EC092875

EXCEPTIONAL CHILD EDUCATION

Dear Teacher of the Visually Impaired:

The enclosed ideas collection is your Sharing Best Practices, 1975. We hope it will complement your repetoire of materials and techniques and that you will adapt and modify these entries to meet your own needs.

FLRS/Action Center appreciates all of the work that the contributors went to in order that we could compile this Ideas Booklet for Teachers of the Visually Impaired.

Sincerely,

Roberta R. Gardner

Roberta R. Gardner
Project Director
FLRS/Action Center

P. S. Copies of this booklet will be distributed by the office of Donovan Jones. Each teacher is entitled to one copy.

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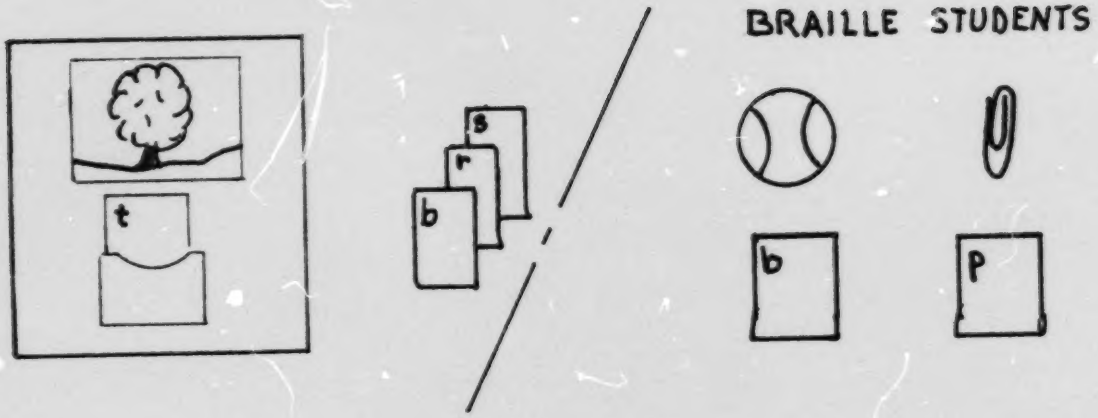
MATCHING CARDS



OBJECTIVE: Teaching initial consonant sounds

RAW MATERIALS:
1. Notebook
2. Notebook Paper
3. Library Book Pockets
Cards for Pockets

DIRECTIONS FOR MAKING: On each piece of notebook paper glue a picture and a library book pocket underneath it. Place materials in the notebook. Make consonant cards, see diagram.

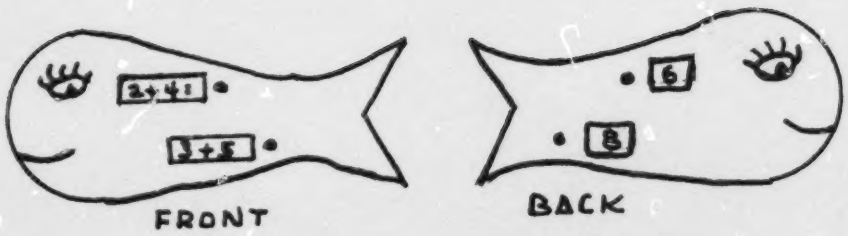
INSTRUCTIONS FOR CHILD USE: The child looks at the picture and says its name. He decides on the appropriate initial consonant from the consonant cards available and places the card in the pocket under the picture.

This product is easily adapted for braille students by using small objects in place of pictures and braille tape labels.

COST: Minimal

CONTRIBUTOR: Mary Button

Animal Quiz



OBJECTIVE: Practice or drill in many different subject areas.

RAW MATERIALS:
1. Cardboard (poster board)
2. Scissors (or Dremmel Saw)
3. Hole punch
4. Magic Markers
5. Golf Tees or Toothpicks

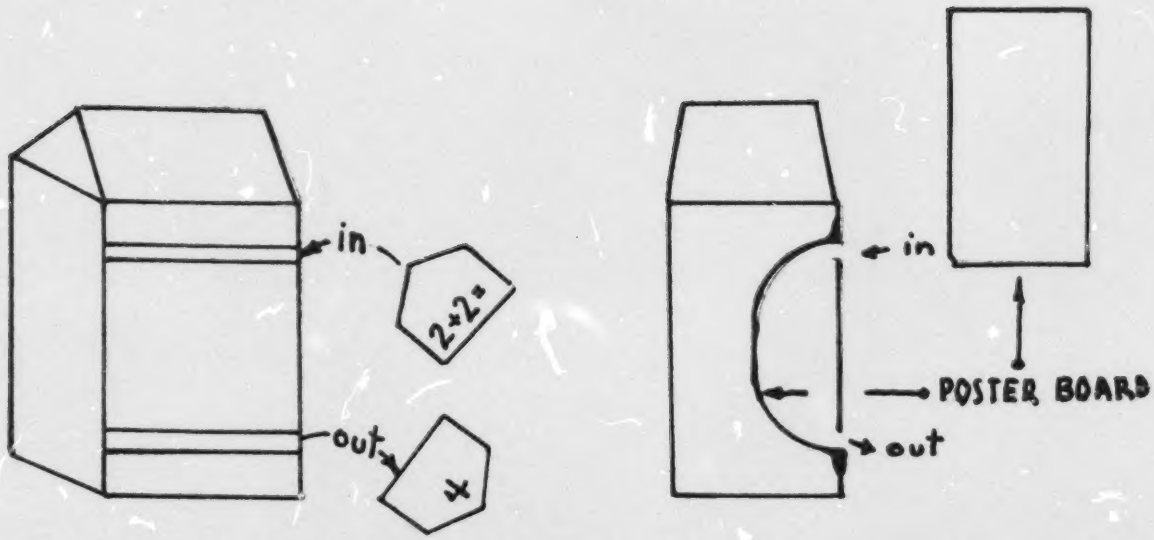
DIRECTIONS FOR MAKING: Make animal shapes. Cut them out one at a time with scissors or six at a time with a Dremmel saw. Write the problems, decorate, and laminate them. If you plan to use braille tape, laminate first.

INSTRUCTIONS FOR CHILD USE: Two children play together sitting on opposite sides of the animal. The first child puts the toothpick through the hole next to the problem and reads the problem. He says the answers and the second child can confirm it by reading the answer off of the other side of the animal card. It is self-checking and fun!

COST: Minimal

CONTRIBUTOR: Charlotte Brooks

Drill Box



MILK CARTON or
ANY CARDBOARD BOX - APPROX. 3"x 4"x 12"

OBJECTIVE: To provide drill (in any subject area) with immediate Feedback.

RAW MATERIALS:
1. Milk Carton
2. Braille Paper
3. Contact Paper

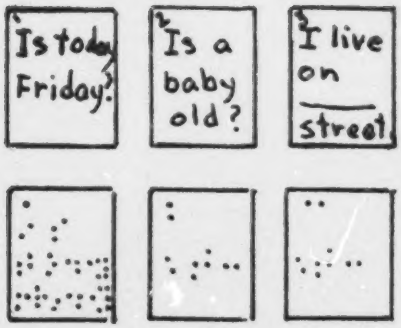
DIRECTIONS FOR MAKING: Cut two slits in the carton or box. Tape in the poster board panel as indicated in the drawing above. Cut the question cards. Write or braille the questions on one side of the card and answers on the other. Decorate the drill box with contact paper.

INSTRUCTIONS FOR CHILD USE: The child is to look at the problem and give his answer. To check his answer he puts the card into the computer to see if it is correct. He can read the correct answer off of the card now. There is an advantage to having this product in your class because it is easily and inexpensively adapted to any subject area.

COST: 25¢ for 1/2 yard of contact paper.

CONTRIBUTOR: Ralph Hewett, via Mariann Witengier

QUESTION CARDS



Answer Sheet	
Card #	
1	6
2	7
3	8
4	9
5	10

OBJECTIVE: Gains in common knowledge and/or current events

RAW MATERIALS:
1. Braille Paper or Braille Tape
2. 3" x 5" Cards
3. Large Answer Card (Can be laminated to score with grease pencil.)

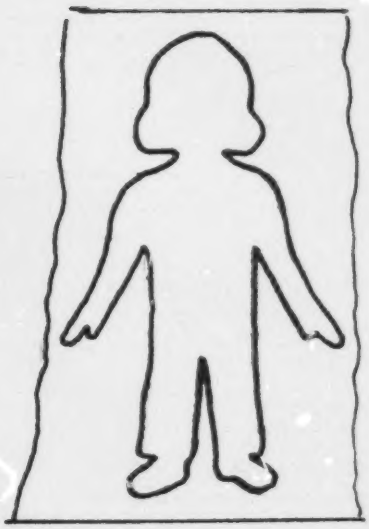
DIRECTIONS FOR MAKING: Construct cards so that the Braille can be read on one side and print can be read on the other. Place the answers on the back of the answer card for self-checking information.

INSTRUCTIONS FOR CHILD USE: Children take turns reading and answering questions. They indicate their answers with grease pen on the Answer Sheet or brailler. The children with usable vision may check their answers on the back of the Answer Sheet. (Answer sheets may also contain the answers in Braille on the reverse side.)

COST: Minimal

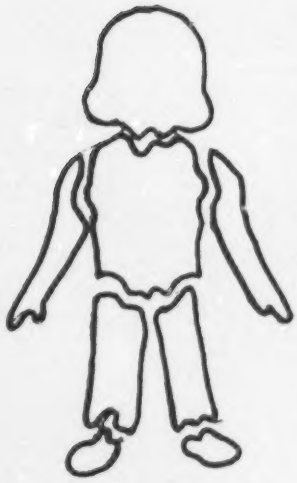
CONTRIBUTOR: Marie Kreimer

BODY PUZZLE



PAPER

PLYWOOD



PUZZLE

OBJECTIVE: Teaching body parts and left-right discrimination

RAW MATERIALS:
1. Brown Paper
2. Plywood
3. Paint
4. Brush
5. Child (for the pattern)

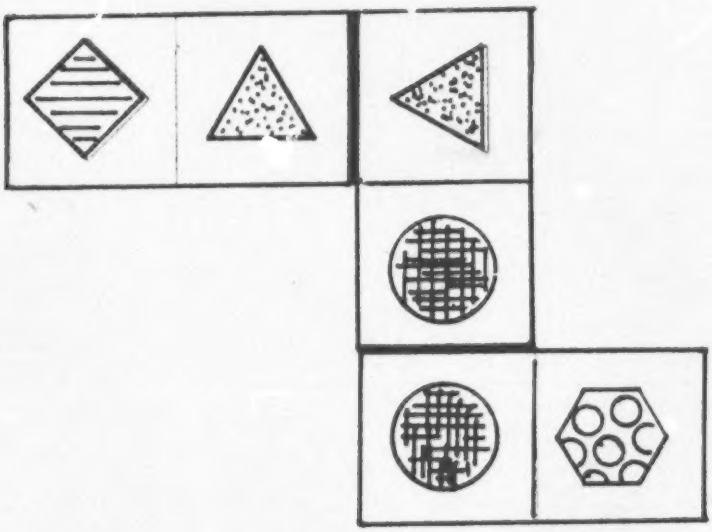
DIRECTIONS FOR MAKING: Trace around the child on the floor on the brown paper. Cut out the pattern. Trace the pattern on the plywood and have it cut out. Cut the puzzle out below the neck, at the shoulders, waist, and hips. (above the knee).

INSTRUCTIONS FOR CHILD USE: After in depth teaching of his own body parts the child can be instructed in putting this puzzle together. This product is indestructible.

COST: Minimal (if you can get the wood donated)

CONTRIBUTOR: Mildred A. Reno

SHAPES / TEXTURES DOMINOS



OBJECTIVE:

1. Factual discrimination of texture and shapes in readiness for Braille reading.
2. Visual discrimination.
3. Eye-Hand coordination.
4. Interaction and cooperation with peers.

RAW MATERIALS:

1. Shape Dominos by Creative Playthings.
2. A variety of materials of different textures, e.g. felt, sandpaper, foil, plastic, cardboard, etc.
3. Elmer's Glue or Rubber Cement.

DIRECTIONS FOR MAKING: The materials are cut into different shapes, e.g. hexagons, circles, ovals, trangles, stars, diamonds and squares, with each representing only one texture. They are then glued onto the dominos over the painted shape.

INSTRUCTIONS FOR CHILD USE: The child may play by himself or in a small group. Rules and procedures are much the same as in regular dominos. Each player taking turns, tries to match his dominos to one end or the other of those already on the table, aiming to be the first one with no dominos left. If he does not have a match, he draws from the pool, one domino at a time, adding them to his "hand" until he gets one he can play. Play must be at the ends only, in a straight line or at right angles to make corners. Only one domino is played at a turn. A textured shape matches whether it is right side up, upside down, or crosswise. Players build their "hands" by taking turns drawing one domino at a time.

SHAPES/TEXTURES DOMINOS

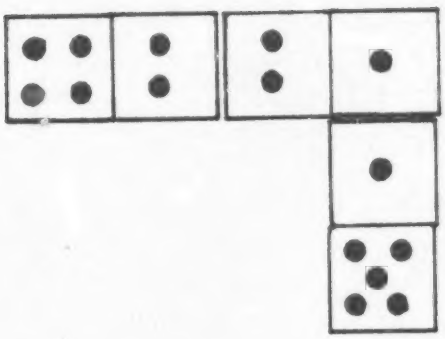
INSTRUCTIONS FOR CHILD USE: (Cont'd.)

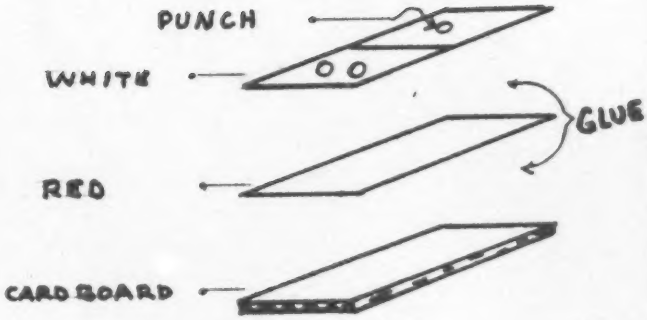
If two are playing, each initially draws seven dominos; if there are three, each draws five and if there are four, each draws four.

COST: Approximately $5.00 for Shape Dominos and scraps are used for texture shapes.

CONTRIBUTOR: Eleanor Sassard

DOMINOS





OBJECTIVE: Matching configuration and number, and counting.

RAW MATERIALS:
1. Corrugated Cardboard
2. White Paper
3. Colored Paper
4. Hole Punch
5. Magic Marker

DIRECTIONS FOR MAKING: Cut corrugated cardboard, colored paper and white paper into rectangles 1½" x 3½". Paste the colored paper onto the cardborad. On the white paper, punch the configuration desired; paste the white paper on the colored. Make a set of each color and outline with magic marker.

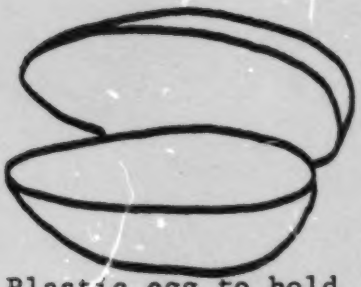
INSTRUCTIONS FOR CHILD USE: See instructions for Shapes/Textures Dominos. (This has been used successfully with Learning Disabled, Partially Sighted as well as Blind Children).

COST: Minimal

CONTRIBUTOR: Mildred A. Reno

The Hatchery

Groove cut in wing to hold stimulus card.



Plastic egg to hold response card.

OBJECTIVE: Teaching Visual (or Tactile) Memory and Fine Motor Control.

RAW MATERIALS:

1. Plastic Eggs (or Leggs Containers)
2. Construction paper of styrofoam (to make the chicken)
3. Braille paper or construction paper if the child has some vision (to make the response cards).

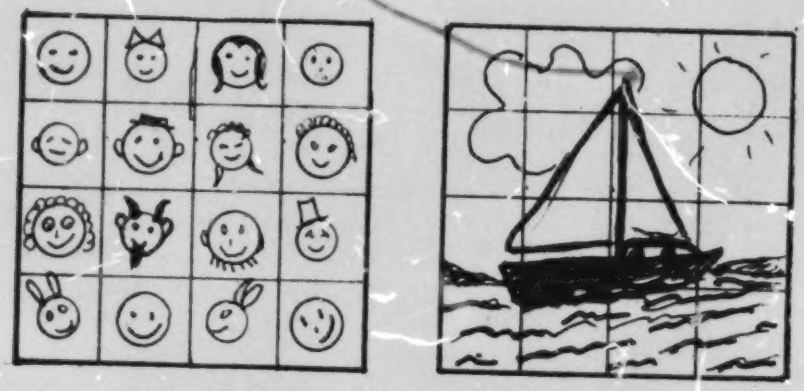
DIRECTIONS FOR MAKING: Construct the chicken like the pattern out of styrofoam or paper, remembering the slit above the wing. You may use an opaque projector for tracing purposes. Make the stimulus and response cards in braille or for visual use.

INSTRUCTIONS FOR CHILD USE: The child is shown stimulus card for approximately 10 seconds (depending on the student). He is then instructed to find the egg containing an identical response card (or the teacher may require the student to find the response cards which make up the stimulus sequence). Begin with single geometric stimulus sequence). Begin with single geometric stimuli and then progress to more complicated sequences and letter sequences. This activity is adaptable for many other activities.

COST: 98¢ if you have to buy the eggs.

CONTRIBUTOR: Dixie Branner Baker

PUZZLE ~VISUAL DISCRIMINATION



OBJECTIVE: Teaching Visual Discrimination

RAW MATERIALS:

1. Magazine Picture
2. Poster Board (2 i" x 10" pieces)
3. Contac or Laminating film
4. Envelope
5. X-Acto Knife
6. Glue

DIRECTIONS FOR MAKING: Paste a picture (magazine ads work fine) on an 8" x 10" piece of poster board. On the reverse side, divide the board into equal sections (the number depending on the difficulty of the puzzle.) Draw similar, but all different, figures in the boxes. Divide a second 8"x10" poster board into the same number of sections, and draw the same figures as on the back of the picture, but in reverse order in the boxes. Cover the puzzle board with contac (or laminate it). Cut the picture board along the section lines, with an X-acto knife. Paste an envelope on the back of the puzzle board to store the pieces.

INSTRUCTIONS FOR CHILD USE: The child is to match the figures on the back of the puzzle peice with those on the puzzle board and lay the pieces on the matching section, picture side up. If the matches are correct, the picture will emerge.

COST: About 15¢

CONTRIBUTOR: Dixie Branner Baker

SPECIAL SKILLS

CURRICULUM FOR VISUALLY HANDICAPPED
WAYS TO FASTEN THINGS

CATEGORIES:

Paper:

- paper clips
- stapler

Wood:

- nails
- screws

Doors:

- bolt
- safety lock with chain
- key
- push-button
- padlock

Bottles:

- screw-on lid
- snap-on lid
- safety top

Clothing:

- button
- hook and eye
  (metal, thread)
- needle and thread
- zipper - jacket, dress
- snap
- hook
- buckle-prong, grip

General:

- tie a bow
- tie a square knot
- wrap a package
- rubber band
- thumb tack
- tape
- folding cord with twist tie

Suitcases and Boxes:

- push-in snap
- extend/fold latch

CONTRIBUTOR: Unknown

WAYS TO FASTEN THINGS: Tying a Square Knot

OBJECTIVE: Given a bundle and length of twine sufficient to go around and tie the bundle, the child will wrap string once around the bundle and tie securely in a square knot.

ENTERING BEHAVIOR: Child must know left, right, back, front, forward, up, down, outward, thumb, forefinger, middle finger, cross-over, and be able to use thumb and forefinger as middle finger holds against surface. Analyze entering behavior and record each step of competency as is is completed in task analysis below.

TASK ANALYSIS: (right handed)

_____1. Place string on clear working surface, extend left to right.

_____2. Place bundle across middle of string.

_____3. Take ends of string in each hand and draw ends of string to meet above top of bundle.

_____4. Cross right end in front and left end in back and hold with left fingers where two ends of string cross.

_____5. With right thumb and forefinger, pull back-string end over, forward, down under and back up around right portion of string.

_____6. Re-grasp end with right thumb and fingers, while left thumb and finger hold corss-over.

_____7. Pull ends outward to the side till corssover is tight against top of bundle.

_____8. Holding corss-over tight with middle finger of left hand, cross string-ends, right behind left.

_____9. With forefinger and thumb of left hand, wrap back-string up, forward, down and back up around left loop.

____10. Still holding first corss-over against bundle with left middle finger, pull string ends outward from middle till knot is tight.

WAYS TO FASTEN THINGS: Rubber Band

OBJECTIVE: Given ten sticks and a rubber band, the child will be able to wrap the band around the sticks so that they are held in a tight bundle.

ENTERING BEHAVIOR: Child must be able to manipulate fingers, must know right and left and understand the words used in the following directions - middle, loop, pull, strand, encircle, extend, crossover. Analyze entering behavior and record each step of competency as it is completed.

TASK ANALYSIS: (right handed)

____1. Hold bundle of sticks in left hand.

____2. Place single strand of band on middle of bundle and hold with the left thumb.

____3. Put thumb and two fingers of right hand down into loop of rubber band.

____4. With right fingers, stretch, band over right end of bundle till it encircles bundle, and release.

____5. If bundle is tightly encircled, roll band down to middle of bundle.

____6. If band is not tight, fit two fingers of right hand into band over top of bundle, right to left.

____7. Half-turn right hand to right till band crosses over itself and forms a second loop above bundle.

____8. Extned this circle over right end of bundle and release.

____9. If bundle is tightly encircled, roll band to middle of bundle.

___10. If rubber band is not tight around bundle, repeat steps six through nine.

TESTING

OBJECTIVE: Roughly testing the visual acuity (far) of children ages three to six years and their ability to match similar objects.

RAW MATERIALS:

1. Two toy cars, 2" long
2. Two toy airplanes, 2" long
3. Two dolls, 2" tall
4. Two toy chairs, 2" tall x 1" wide
5. Two small forks, 2½" long
6. Dull finished cardboard, gray in color, on which one of each pair of toy objects is wired.

INSTRUCTIONS FOR CHILD USE: Instructions are from "Manual of Instructions for Volunteers for Vision: A guide for volunteers for vision screening of children," Optometric Extension Program. Can be obtained from the American Optometric Association.

The child first names the objects in the randomly displayed set in front of him and is encouraged to handle them.* Then he is asked to identify the objects attached to a card at 16 feet. If he is unable to do this, he is asked to point to the object in the set in front of him that matches the one on the card. The objects in each pair should be of different colors, so that the child matches the objects and not the colors. Each eye is tested separately by covering the other one with a clean card.

*The original instructions do not suggest that the child handle the objects, however most children want to and it helps them feel at ease during the test session.

COST: Approximately $8.00

CONTRIBUTOR: Eleanor Sassard

EDUCATIONAL PLAN AIDES

INSTRUCTION AND PROGRESS CHART

OBJECTIVE: To assist and document the teacher's efforts in educational planning.

DESCRIPTION: The Instruction and Progress Chart comprises three ditto (or mimeo) masters. The first page contains information about the child that the teacher most often needs to know. The second page is the beginning of the objectives chart; this page is reproduced for each skill area (there are six listed on the page) in which the teacher will instruct. The third page is a continuation of the chart - used with children whose instruction in one area is extensive.

INSTRUCTIONS FOR CHILD USE: At the beginning of the year complete page 1, (vital information). Assess the student formally and informally in the skill areas. Record the results at the top of page 2, one page for each skill area. (A student does not necessarily need instruction in all areas.) In behavioral terms, define immediate objectives for each area in which instruction will be given, and record the date the objective is set. Instruct the student toward the objective set. When the student meets the objective, record the date in "Retest" and slash, indicating the student having met the objective. Keep the chart in the students' folder and use continoulsy to keep the objectives clear and to chart progress. Instruction may be directed toward several objectives in one skill area at any given time, even though the objectives are not met simultaneously. This instrument has proven to be most effective in keeping instruction in clear focus and to chart progress. It is a continuous accountability record.

CONTRIBUTOR: Dixie Branner Baker

INSTRUCTION AND PROGRESS CHART

Name: _____ Birth Date: _____

Grade: _____ Age: _____

Parent(s): _____

Address: _____

_____ Phone: _____

Acuity: _____

Etiology: _____

Opthalmologist: _____

Instructional Medium: _____

Low Vision Aids: _____

School: _____

Principal: _____ Phone: _____

Teacher(s): _____

_____

Other School Contact Persons: _____

_____

Other Available Services for Which Qualified:

	Contact Person
_____	_____
_____	_____
_____	_____

(Middle/High School Students)

Schedule:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

*Skill Area: _____

*Communication Skills (braille, print, cursive writing, typing): Listening Skills; Orientation and Mobility/Concept Development; Language Skills: Daily Living and/or Social Skills; Academic Skills; Sight UtilizationP

Formal/Informal Assessmant:

Initially Tested	Instrument/Method	Results

Instructional Progress:

Objec. Set	Objective	Comments	Retest

Skill Area_____

Instructional Progress (Cont'd.)

Objec. Set	Objective	Comments	Retest

EDUCATIONAL PLAN AIDES

PARENT QUESTIONNAIRE

We are interested in finding out how parents of visually handicapped students feel about the vision program in our schools. Please answer the following questions and add comments if they would better express your feelings. You need not sign your name. ("Him" means "him" or "her".)

1. Does your child have the necessary books in large type, tape, regular print, or braille, as needed to keep up with his class?
2. Is there special equipment that you feel would help your child that he does not now have?
3. Has your child been able to keep up as he wishes in basic subjects?
4. Do you feel your child is getting the "extra" subjects he likes and needs? (language, music, art, P.E., etc.)
5. Is your child getting the attention he needs from teachers? Please describe any problems.
6. Is your child made to feel different in any way that bothers him?
7. Do you feel your child has sufficient independence in getting about on his own?
8. Is your child able to handle the normal tasks about the home needed for independent living?
9. Have adequate medical services been any problem to you?
10. Do you feel the program is helping your child prepare for later work and independent living?
11. Does your child have social needs you feel the program can help with?
12. Do you have any comments, favorable or otherwise, not covered in the above questions?

CONTRIBUTOR: Sarasota County Board of Public Instruction